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ABSTRACT

The Career Exploration Program was conceived to provide needed vocational guidance and counseling for adults enrolled in adult high school, basic skills, and general educational development (GED) preparation programs. The primary focus of the project was on meeting the interlocking educational and employment needs of urban adults by increasing their vocational awareness, knowledge of available jobs, and the training routes to them and also by helping them develop effective job-seeking, retention, problem-solving, and communication skills. These objectives were implemented in a three-part program that involved a series of individual and small group activities to increase vocational and career awareness, as well as assessment procedures to identify and delineate the skills required to reach clients' specific goals. The plan was then to incorporate these skills into an individualized basic skills instructional program and to conduct workshops and discussion sessions designed to assist students in obtaining and retaining jobs. During the six months of its operation, the Career Exploration Program provided a flexible opportunity that gave students a variety of opportunities to enhance their career awareness, basic skills, and self-esteem. (Included along with this report are the COPS Interest Inventory, a self-assessment questionnaire, a program outline, a list of program behavioral objectives, and publicity materials.) (MN)

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ED240334

FINAL REPORT

OF

THE CAREER EXPLORATION PROGRAM

1982-83

New Brunswick Board of Education
New Brunswick Adult High School
24 Bayard Street
New Brunswick, New Jersey 08901

Project Director
Judith E. Kesin
Adult High School Broker/Coordinator

CE 038231

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PROJECT TITLE: Adult Vocational Guidance and Counseling Career Exploration Program

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: New Brunswick Board of Education ~~New Brunswick Adult High School~~

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ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

OBJECTIVES:

The Career Exploration Program addressed the need to provide vocational guidance and counseling for adults enrolled in the adult high school, basic skills and GED preparation programs in an effort to meet the interlocking education and employment needs of this diverse adult urban population. The objectives of the project were to 1) increase adult students' vocational awareness 2) increase knowledge of available jobs and training routes to jobs 3) increase knowledge of job skills required for employment 4) develop effective job seeking and retention skills 5)promote problem solving and communication skills.

PROCEDURES:

Objectives were implemented in a three part program:

1) The vocational awareness and career exploration phase enabled adults to develop a vocational focus through the process of individual counseling, small group activities, interest surveys and independent occupational research. This phase was further enriched through field trips to employment sites, the use of community leaders and potential employers as guest speakers and the use of audio visual materials.

2) The second phase concentrated on identifying and delineating the skills required to reach a specific goal and incorporating those skills into the individualized basic skills instructional program. The identification of potential training opportunities or the need for further education were explored during this step and when possible appropriate

referrals made.

3) Employability skills were developed in the third phase through workshops and discussion sessions designed to assist students in obtaining and retaining a job.

Flexibility was built into the program in order to best serve the needs of the adult students through individual counseling, the scheduling of career exploration activities and workshops at a variety of times and sites and through multiple options for adult high school diploma candidates to earn high school credits through the career exploration assessment process.

STATE AND LOCAL PRIORITIES:
The state and local priorities emphasized were the integration of vocational and basic skills and the establishment of adult education programming which included vocational guidance as a key component.

CONTRIBUTION TO VOCATIONAL EDUCATION:
As a result of this project, adult students will develop a clearer vocational focus and thus be better prepared for the necessary steps required to gain access to appropriate training, further education and ultimately to more meaningful employment. An additional benefit to vocational education is in the steps taken towards the comprehensive integration of basic skills and vocational skills as a more effective and realistic model for adult skill development.

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II. TEXT

A. INTRODUCTION

Since September 1980, New Brunswick Adult High School has been providing opportunities for adults to earn a high school diploma through a variety of options. A credit based high school diploma program enables adults to earn credit for high school level skills acquired on the job, at home, in the military, in the community and through various formal and informal educational experiences. Educational brokers assess prior learning and develop personalized programs for approximately 300 adult high school enrollees tailored to individual needs, learning styles, interests and vocational goals.

In addition to the credit diploma options, basic skills instruction and GED preparation are offered in English and Spanish to 100 adults. Specialized basic skills instruction is also provided for 18 deaf adults and English as a second language is offered to 75 limited English speaking adults.

To accommodate the distinct neighborhood entities in New Brunswick, community-based day and evening classes are conducted at various sites within the city.

Since its inception, the New Brunswick Adult High School has focused primarily on the credit options and basic skills necessary for a high school diploma. Our proposal for vocational counseling and guidance represented an effort to meet the interlocking education and employment needs of our diverse student population.

1. PROBLEM

The adult student population reflects a high degree of educational disadvantage, unemployment, underemployment and poverty. Over 50% are unemployed including a large number who receive

public assistance. Most come from minority group backgrounds including 65% black, and 20% hispanic. Two thirds of the students are women.

Academic counseling and when possible some vocational counseling was provided to the total student population by two part-time brokers who were also responsible to assess and oversee the learning goals of each student. The results of brokers' interviews with students indicated that most had little or no awareness of the full spectrum of employment opportunities available to them. Our experience with adult students working for a high school diploma had further demonstrated that there was a need for specific programming to enable students to consider what jobs exist, which jobs are best suited to their skills and interests, where the jobs are and what are the skills needed to obtain and retain a job. The knowledge that students who have improved their basic skills and/or attained a high school diploma alone would not be enough to insure economic betterment and employment, called attention to the need to infuse career counseling opportunities into the curriculum so as not to graduate adults who would remain unemployed and underemployed.

2. OBJECTIVES

The purpose of the original proposal was to provide career counseling services for all components of the program and at all sites. Budgetary constraints, however, forced us to select a more defined target population for these services. The day and evening programs at two sites, McKinley School and the Paul Robeson Community School, were selected in order to concentrate efforts towards those enrolled in the high school completion and basic skills components which were housed at those sites. It is hoped that in the future funds will become available to be able to employ staff to serve

the needs of the limited English speaking, bilingual, and deaf adults more effectively.

The overall goal of this project was to ultimately increase employment levels among students enrolled in the New Brunswick Adult High School diploma and basic skills programs through integration of career guidance and counseling into the basic skills components. The specific objectives were as follows:

a. Increase students' awareness of their vocational interests, skills, talents and options.

b. Increase students knowledge of the job market, job training programs and job placement agencies.

c. Increase students' awareness of the job skills required for a particular vocational direction.

d. Increase students' skills in locating, procuring and keeping a job.

e. Promote problem solving and communication skills among students through emphasis on group interaction.

f. Integrate vocational guidance and basic skills curriculum.

3. DEFINITION OF TERMS

a. COPS	California Occupational Survey (see appendix 2)
b. Enrollees	New Brunswick Adult High School students enrolled in Career Exploration Program including adult high school, GED and other enrollees.

4. RELATED RESEARCH or BACKGROUND INFORMATION

National and regional patterns of educational disadvantage, unemployment and poverty corroborate the patterns represented by the New Brunswick Adult High School enrollees. In a Ford Foundation sponsored study of adult illiteracy in the United States, the authors note that poverty levels are the highest for those with the

fewest years of schooling, and unemployment rates are disproportionately high for those who have not completed the expected 12 years of school, particularly black high school drop-outs (Hunter and Harman, 1979). The authors found that while among blacks the number who are educationally disadvantaged is disproportionately high, non-English speaking adults are even more educationally disadvantaged. One can infer that their unemployment rates are proportionally higher. Handicapped adults are another group whose educational disadvantage is reflected in low employment rates.

The high percentage of women enrolled in the New Brunswick Adult High School is another phenomenon reflected in national basic skills enrollment patterns. The Ford Foundation researchers found that among women, the black and non-English speakers experience a disproportionately great amount of educational disadvantage, poverty and unemployment. The higher enrollment patterns of women, particularly blacks and non-English speakers, may reflect an increasing need women recognize to improve their condition.

The population of New Brunswick from which most of the New Brunswick Adult High School student body is drawn reflects the same relation among educational disadvantage, unemployment and poverty. A Middlesex County survey indicated that 40% of New Brunswick's residents lacked a high school diploma (County Planning Project, 1978). New Brunswick High School indicated a 15.7% drop out rate of 98 black, 28 hispanic and 4 white students out of a total population of 823 during the 1979/1980 school year. Labor statistics for Middlesex County (1978) indicated that blacks had the highest unemployment rates of all groups. Unemployment figures for New Brunswick have tended to

be slightly higher than the national average. Now, as national unemployment rates near 9%, authors of a local CETA study note that a regional study indicated an unemployment rate closer to 15% (Coles, Coppel, 1981).

Hiring and job upgrading patterns do seem to be related to the number of school years completed. However, in our experience with adult students working for a high sshool diploma, their patterns reflect the "prototypical" disadvantaged American who, as described by researchers, "...does not know which formal channels to tap in order to solve his problems, or what specific programs exist to respond to his needs,...is locked into an informal information network that is deficient in the information that is ordinarily available to the rest of society (Hunter & Harman quoting Childers, 1975). These vocational skills are quite distinct from those required for attainment of a high school diploma.

In addition, even the linkage of skills and vocational counseling may not be enough to insure a student of a job. Increasing attention is being paid to the importance of locating employers committed to hiring and participating in the training of these adults. Frequently, an educationally disadvantaged individual fails to keep what employment he has been able to secure because of low self-esteem, weak skills and lack of communication with the employer. Were the employer to better understand this individual's need for initial support and skills reinforcement, the individual might not only retain his job but emerge a competent and steady employee.

B. BODY OF REPORT

1. PROCEDURES USED

a) Vocational Awareness and Career Exploration

1) An informal survey was conducted by the vocational counselors for enrollees in order to obtain the input needed to develop a program outline. Next a quesionaire was developed and given to the enrollees to determine their attitudes toward work and career preference. (see appendix) The enrollees were then counseled individually with an emphasis on linking vocational preference areas to employment actualities using the Career Occupational Preference System (COPS) (see appendix 2)

2) Group counseling was an ongoing part of the program with emphasis on communication and problem solving skills.

3) Successfully employed community members were invited to share with the students information about specific occupational opportunities and several field trips were made to employment sites. Other community reources were used extensively.

b) Vocational Skills Development

1) The vocational counselors identified and delineated skills the students needed to achieve specific goals after the students' vocational focus was determined. Consideration and discussion was given to ascertain the existance of employment possibilities in the selected career area.

2) Career counselors initiated dialogue with the basic skills staff through weekly meetings to discuss individual student progress. The specific communication and computational skills necessary to achieve selected vocational goals were identified and incorporated into the students individualized instructional program.

3) High school diploma candidates were given the option of earning credits (2½ or 5) through a career exploration assessment developed by the vocational counselors.

c) Vocational Training

1) Students were made aware of a variety of vocational training programs both public and private. Referrals were made to

services provided by CETA, Private Industry Council, New Jersey Job Service, Venture and Venture, Middlesex County College Employment Network and the New Brunswick Community Education program.

d) Employability Skills

1) Students participated in activities designed to develop skills in procuring and keeping a job. Group activities conducted by the vocational counselors included interviewing techniques.

2) During field trips to local businesses and employers, information was shared with students concerning available opportunities as well as employer expectations.

3) Students were made aware of their rights as workers as well as the responsibility they have as employees.

2. FINDINGS

a) Participants were referred to vocational counselors by the educational brokers who are responsible for the intake and educational planning with all students. The students reflect a cross section of ages, races and sexes. The number of adults who received services within the target groups are as follows:

Black adults	99
Hispanic adults	21
White adults	25
Others	4
Total	149
Males	55
Females	94

b) The 149 participating enrollees were given the Pre Employment Attitudinal questionnaire and findings were as follows:

Employed and satisfied	14
Employed and Desired a Change	53
Unemployed	79

c) The Career Interest Survey (the COPS) was completed by 50% of the participating adults.

d) Group participation in the various activities was as follows:

Group Activity	Percentage of total group participating
Career Clusters	48%
Occupational knowledge	60%
Decision Making Skills	50%
Career Research Skills	74%
Completing a Job Application	74%
Writing a Resume	53%
Interview Techniques	74%
Employability Skills	70%
Elimination of Sex Bias & Sex Role Stereotyping	40%
Career Lectures	33%
Field Trips	45%
Individual Counseling	100%

e) The career exploration program was designed to flexibly accommodate the needs of the participating adults. This enabled adults to participate in all of the activities, selected activities, or in individual counseling sessions as needed. The same held true for the career exploration credit assessment. Participation in the assessment process was as follows:

Attempted the Credit Assessment	50%
Completed the Credit Assessment	20%
Took the Assessment for Enrichment	30%

3. INTERPRETATION OF FINDINGS

a) In looking at the participants of the career exploration program, it is clearly indicated that a high percentage of black females were served by this program. There was a larger percentage of females served by the program than males. The large number of females participating may reflect that women recognize the need to gain basic skills and career guidance in order to improve their conditions as well as the need for them to be aware of the full spectrum of employment opportunities.

b) Of the 149 participating adults who took the Pre Employment Attitudinal Questionnaire, it is clearly indicated that only 10% were satisfied with their recent jobs. 33% of the participants were looking to improve their job status and an even larger percentage, 57% were unemployed and indicated a desire to find a job. These findings (a and b) further reinforce the related research and background information which discussed the backgrounds of our students.

c) Of the 50% of students who completed the COPS interest survey, a large majority indicated that the survey results confirmed their ideas of the career that they had desired to pursue.

d) Of all the group activities, the sessions with the highest attendance were those which directly related to the job search process. It seems to indicate that the immediacy of finding a job was the most important motivator in the decision to paricipate in career exploration activities. Furthermore, enrollees who were able to establish clear career goals attended and participated in the program most actively. This further corroborates our experience with adult students which points to the need for personalized relevant programming for adult students.

All students participated in an initial individual counseling session, which provided an orientation to the program as well as a discussion of the students' career plans. Additional individual counseling sessions were provided as needed. The low percentage of students, (less than 50%) participating in the career lectures and field trips was largely a result of scheduling problems and the concurrent involvement in basic skills instructional activities.

e) Although the program was open to the public, in addition to the New Brunswick Adult High School students, participating adult high school students were given the opportunity to earn high school credit for career exploration activities. Only 20% were able to complete the assessment by the end of the school year. Approximately 40% are expected to complete the assessment by the the fall of 1983. Completion of the assessment became largely a matter of time as it grew close to the June graduation date. Some students deferred working on the assessment in favor of completing other academic requirements. As career exploration

becomes a credit requirement in the fall of 1983 for adult high school diploma candidates, we expect that more students will actively become involved in this assessment process.

4. DISSEMINATION ACTIVITIES PLANNED and/or IMPLEMENTED

The following dissemination activities were implemented by the Career Exploration Program:

a) News releases were sent to local newspapers and radio stations.
b) A weekly career exploration coming events flyer was distributed to all of the New Brunswick Adult High School sites, to all agencies affiliated with the Career Preparation Center, to other community agencies and to the community education program of the city of New Brunswick. (see appendix 3)
c) Contact was made with adult high school graduates, either by phone or by mail, to inform them of activities offered through the career exploration program.
d) Adult students who were no longer attending the program were also contacted by phone or mail.
e) A description of the services of the career exploration program was included in the brochure of the community education program. (see appendix 4)

Future plans for dissemination include:

a) Wider distribution of the weekly flyers. Announcements will be posted in such additional places as libraries, post office and hospitals.
b) A brochure describing the services of the program will be developed by the vocational counselors.
c) Items will be regularly included in the brochures for both the community education program and the adult high school programs.
d) Posters will be placed in various places of business.
e) The possibility of developing a slide presentation will be considered, which could be used as a promotional aid.

5. STRATEGIES or ACTIVITIES EMPLOYED TO ELIMINATE SEX BIAS and SEX ROLE STEREOTYPING

a) Group guidance sessions included both male and female enrollees and discussions were often focused on creating awareness of sex role stereotyping.

b) A vocational check list (see appendix) was used as a pretest of sex role stereotyping attitudes. Several group discussions followed relating to job capabilities according to sex. Following the group discussions, a post test was administered. The test results indicated increased awareness of the options open to both men and women.

c) Community people who were employed in non-traditional jobs (including some New Brunswick Adult High School students) were invited to share information about their jobs with our students in small diseussion groups.

d) Field trips included observation of persons functioning in non-traditional employment roles.

e) Guest speakers were selected with an eye towards decreasing previously held notions of sex-role stereotyping. This included Dr. Shirley Cathie of the Rutgers Consortium for Educational Equity, who spoke on career opportunities for women and minorities. (see appendix for other speakers and field trips)

C. SUMMARY

1. CONCLUSIONS

During the six months the Career Exploration Program was in operation, specific behavioral objectives and learning experiences of the program were established. (see appendix) A career assessment instrument was developed to enable adult high school students to earn high school credit while developing the vocational awareness skills needed to ultimately improve their own employment situations. A program outline was developed which included a variety of activities to be offered to the students. (see appendix)

An underlying goal of the program was to build in opportunities for the adult students to develop self-confidence and increased self-esteem. The following activities focused on this goal:

a) Students were invited to share their ideas for developing the program, the field trips and guest speakers.

b) Students were encouraged to serve as resource persons for career exploration interviews and some served as speakers for career seminars.

c) Students were asked to evaluate various activities of the program

and individual recommendations were considered in planning for additional activities.

d) Students were involved in forming a network of employment resources within the basic skills instructional setting. This included developing a file of job leads and information about knowledgeable people within the community who could provide assistance or information.

The career exploration program was designed to provide maximum flexibility in order to best serve the needs of enrolled adults. Students had the option of choosing one or all of the activities offered through the program in addition to just choosing individual counseling if that best met their needs. Each activity was designed as an individual learning experience which could be completed in one session. This parallels the philosophy of the program which recognizes that adults have many responsibilities and may not be able to attend each and every session, but will select those that are most meaningful to them.

2. RECOMMENDATIONS

The following recommendations have been formulated for the 1983 - 84 school year.

a) The activities of the Career Exploration Program need to be structured as a 6 week repeating cycle. In addition these cycles could be overlapping within the day and evening programs and at the various sites in order to offer students maximum access to specifically needed activities.

b) Greater dissemination of publicity will help attract students in the community in need of career counseling who are not affiliated with the adult high school.

c) There is a need to redesign an information gathering instrument which will effectively and efficiently facilitate the gathering of statistical information.

d) Career counselors will continue to work closely with basic skills staff to gather and infuse career oriented materials into the basic skills instructional program.

e)Additional contacts will be made with representatives of local businesses and community agencies in order to gain access to employment and career opportunities.

f)Although many activities were offered to the deaf adult students, there is a need to employ a counselor trained in deafness to assist these students.

g)The addition of a bilingual counselor would enable services to extend to the limited English speaking adults as well.

h)The career exploration assessment instrument needs to be evaluated considering input from students who have completed the process. It should then be refined in order to insure that all activities are targeted to the actual vocational needs of the students in addition to being a credit option.

BIBLIOGRAPHY

Coles, G.S. and Coppel, L. "Literacy, CETA, and Unemployment: Coming Up Empty," 1981. (Urban Education)

County Planning Project, Adult and Community Education, Middlesex County, 1978.

Hunter, Carmen and Harman, D. Adult Illiteracy in the United States. New York: McGraw Hill, 1979.

III. B. APPENDIX

1. Preemployment attitudinal questionnaire
2. COPS (Copyrighted materials--removed)
3. Weekly coming events flyers
4. Community Education Bulletin
5. Behavioral Objectives
6. Program Outline
7. Credit Assessment
8. Occupations Checklist
9. Guest Speaker Schedule
10. Field Trip Schedule

WHERE AM I NOW?

Getting A Better Picture Of Myself-

Right now I:

____work full-time.

____work part-time.

____work at home.

____do not work at all.

____go to school.

If I could, I would:

____get a full-time job.

____get a part-time job.

____do volunteer work.

____ go to school.

----not change my work status.

Things that stop me from working or doing what I want are:
(check as many as apply to your situation.)

____small children at home.

____no transportation.

____lack of skills.

----I don't know what training is available.

----sick or old person at home.

----lack of money for school or training, equipment or extras necessary to get a job.

----family pressure.

The types of things I like to do are:

____organize things

____talk to people

---- se the telephone

----be by myself

----work with sick people

---- work with old people

- --use my hands

____work with machines

_ ork with children

____raise money

----sell things

----work in groups

- -work with small things

----work outdoors

Things I do well (list skills like sewing, cooking, typing, working with figures.)

A job I have worked at and enjoyed was:

A job I have worked at and did not enjoy was:

I wish I could work as:

What do you think you need to do this kind of work?

I wish I could be trained to work as:

If I could find the right Job, I would go to work:

____immediately

____in less than one year's time

----within the next five years

----never

The part of job-hunting which bothers me most is:

----being interviewed

---meeting new people

----making decisions

----being refused

----having to "sell" myself

----filling out application forms

----knowing where to look

----Making myself make the effort to go job hunting

Others? _____

_____

_____

Name_____

Address_____

City_____State_____ Zip_____

Telephone_____

If you are not ready for work, but feel you want or need further education or training, ask yourself these questions:

I would like to attend college, vocational/technical school or training program. (cirle one).

Check as many of the following as you like:

_____ for job training.

_____ It beats sitting home and knitting.

_____ I've always had a desire to attend.

_____ I would like to get my "toes" wet.

_____ self enrichment.

_____ I'm curious about a certain subject.

Which subject_____.

_____ I hope it will lead to paid employment.

_____ I like to meet new people or new situations.

_____ I need something "more" in my life now.

Other_____

_____

The part of attending school which bothers me most is:

____being "tested"

____writing reports.

____speaking up in class

____handling household chores

____arranging for child-care and schedules.

____husband's attitudes

____friends attitudes

____knowing what to study

____knowing where to go

Other_____

_____

New Brunswick Adult High School

Career Exploration Program

COMING EVENTS

WEEK OF: MARCH 21 - 25, 1983

MONDAY, MARCH 21, 1983:

9:30 - 12:00 noon TOUR MIDDLESEX GENERAL HOSPITAL (sign up by 3/17/83)

6:00 - 7:00 PM WORKSHOP - WRITING A RESUME (McKinley)

TUESDAY, MARCH 22, 1983:

10:00 - 11:00 AM GROUP DISCUSSION - "Jobs in the Health Care Field" (Robeson

6:00 - 7:00 PM WORKSHOP - COMPLETING A JOB APPLICATION (McKinley Deaf Adul

7:00 - 8:00 PM WORKSHOP - COMPLETING A JOB APPLICATION (Robeson)

WEDNESDAY, MARCH 23, 1983:

11:00 - 12:00 noon GROUP DISCUSSION "jobs in Health Care Field" (McKinley)

6:00 - 6:30 PM WORKSHOP - EMPLOYABLIITY SKILLS (McKinley)

7:00 - 8:00 PM WORKSHOP - WRITING A RESUME (Robeson)

THURSDAY, MARCH 24, 1983:

9:30 - 12:00 noon TOUR MIDDLESEX GENERAL HOSPITAL (sign up with Mary Joe) transportation provided

6:30 - 8:30 PM INTEREST TESTING - To help you learn what careers interest you most (Paul Robeson)

ALL ACTIVITIES OPEN TO INTERESTED ADULTS

COUNSELORS AVAILABLE BY APPOINTMENT

at: PAUL ROBESON 745-5089

at: McKINLEY 745-5387

DAYS: Mary Joe Fanning
EVES: Geri Uzzell (Paul Robeson)
Mary James (McKinley)
OR CALL 100 ALBANY ST 846-2967

New Brunswick Adult High School

Career Exploration Program

COMING EVENTS

WEEK OF: APRIL 5 - 8, 1983

TUESDAY, APRIL 5, 1983:

10:00 - 11:00 a.m. GROUP DISCUSSION - " THE JOB APPLICATION AND YOU" (Paul Robeson)

6:00 - 7:00 p.m. WORKSHOP - COMPLETING A JOB APPLICATION (McKinley Deaf Ad

7:00 - 8:00 p.m. WORKSHOP _ EMPLOYABILITY SKILLS (Paul Robeson)

7:15 - 8:00 p.m. INTEREST SURVEYS - To help you learn what careers interes you most (McKinley)

WEDNESDAY, APRIL 6, 1983:

11:00 a.m. - 12:00 noon - GROUP DISCUSSION - "THE JOB APPLICATION AND YOU" (McKinley)

6:00 - 7:00 p.m. WORKSHOP - EMPLOYABILITY SKILLS (McKinley)

7:00 - 8:00 p.m. WORKSHOP - WRITING A RESUME (Paul Robeson)

COUNSELORS AVAILABLE BY APPOINTMENT

at: PAUL ROBESON 745-5089

at: McKINLEY 745-5387

DAYS: Mary Joe Fanning
EVES: Geri Uzzell (Paul Robeson)
Mary James (McKinley)
OR CALL 100 ALBANY ST 846-2968

(funded under p. 194 - 482

New Brunswick Adult High School

Career Exploration Program

COMING EVENTS

WEEK OF: APRIL 11, 1983

MONDAY, APRIL 11, 1983

9:00 - 12:00 Noon — INTEREST SURVEYS: "WHAT FIELD IS RIGHT FOR ME?"

TUESDAY, APRIL 12, 1983

10:00 - 11:00 a.m. — GROUP DISCUSSION: "FILLING OUT THE JOB APPLICATION" (Paul Robeson)

7:00 - 8:00 p.m. — WORKSHOP: "WRITING A RESUME (Paul Robeson)

6:00 - 7:00 p.m. — WORKSHOP: "COMPLETING A JOB APPLICATION" (McKinley Deaf Adults)

WEDNESDAY, APRIL 13, 1983

11:00 - 12:00 noon — WORKSHOP: "FILLING OUT THE JOB APPLICATION" (McKinley School)

7:00 - 8:00 p.m. — INTEREST SURVEYS: "WHAT FIELD IS RIGHT FOR YOU?" (Paul Robeson)

THURSDAY, APRIL 14, 1983

12:00 - 1:00 p.m. . . INTEREST SURVEYS: "WHAT FIELD IS RIGHT FOR YOU?" (McKinley School)

COUNSELORS AVAILABLE BY APPOINTMENT

at: PAUL ROBESON 745-5089 — at: McKINLEY 745-5387

DAYS: Mary Joe Fanning
EVES: Geri Uzzell (Paul Robeson)
Mary James (McKinley)
OR CALL 100 ALBANY ST 346-2968

(Funded Under p.l. 94-482)

New Brunswick Adult High School

Career Exploration Program

COMING EVENTS

WEEK OF: APRIL 18, 1983

MONDAY, APRIL 18, 1983

10:00 - 11:00 a.m. "THE JOB APPLICATION" (PAUL ROBESON)
6:30 - 7:30 p.m. "CAREER RESEARCH SKILLS" (McKINLEY SCHOOL)

TUESDAY, APRIL 19, 1983

10:00 - 11:00 a.m. "RESUME WRITING" (PAUL ROBESON)
7:00 - 8:00 p.m. "EMPLOYABILITY SKILLS" (PAUL ROBESON)
7:00 - 8:00 p.m. "INTERVIEW TECHNIQUES" (McKINLEY)

WEDNESDAY, APRIL 20, 1983

11:00 - 12:00 noon "RESUME WRITING" (McKINLEY)
7:00 - 8:00 p.m. "CAREER RESEARCH SKILLS (PAUL ROBESON)
7:00 - 8:00 p.m. "EMPLOYABILITY SKILLS" (McKINLEY)

COUNSELORS AVAILABLE BY APPOINTMENT

at: PAUL ROBESON 745-5089
at: McKINLEY 745-5387

DAYS: Mary Joe Fanning
EVES: Geri Uzzell (Paul Robeson)
Mary James (McKinley)
OR CALL 100 ALBANY ST 846-2968

(Funded Under p.l. 94-482)

New Brunswick Adult High School

Career Exploration Program

COMING EVENTS

WEEK OF: APRIL 25,1983

MONDAY, APRIL 25, 1983

"NEW BRUNSWICK HIGH SCHOOL CAREER LECTURES"

9:00 - 10;30 a.m. NEW BRUNSWICK HIGH SCHOOL, 1125 LIVINGSTON AVE., N.B.
TRANSPORTATION WILL BE PROVIDED FROM ROBESON AND McKINLEY SCHOOLS.
STUDENTS MUST MAKE ARRANGEMENTS WITH A NBAHS CAREER COUNSELOR.
6:00 p.m. - 8:30 p.m. WORKSHOP - CAREER CLUSTERS (McKinley)

TUESDAY, APRIL 26, 1983

10:00 - 11:00 a.m. GROUP DISCUSSION - "CAREER RESEARCH SKILLS" (ROBESON)
7:00 - 8:00 p.m. "INTEREST SURVEY" - DO YOU KNOW YOUR CAREER INTEREST? (ROBESON)
6:00 - 8:00 p.m. WORKSHOP - INTERVIEW TECHNIQUES - (DEAF ADULTS) (McKINLEY)
4:30 p.m. "RUTGERS UNIVERSITY COLLEGE" - SPEAKER - VICKIE BROOKS - DOWNSTAIRS 100 ALBANY ST.

WEDNESDAY, APRIL 27, 1983

10:00 - 11:00 a.m. GROUP DISCUSSION "CAREER RESEARCH SKILLS" (McKINLEY)
7:00 - 8:00 p.m. WORKSHOPS - "CAREER CLUSTER

COUNSELORS AVAILABLE BY APPOINTMENT

at: PAUL ROBESON 745-5089
at: McKINLEY 745-5387

DAYS: Mary Joe Fanning
EVES: Geri Uzzell (Paul Robeson)
Mary James (McKinley)
OR CALL 100 ALBANY ST. 846-2968

New Brunswick Adult High School

Career Exploration Program

COMING EVENTS

WEEK OF: MAY 2 - 4, 1983

MONDAY, MAY 2, 1983

9:30 - 12:00 noon TOUR OF HYATT HOTEL Van will pick up McKinley students at 9:30 a.m. and Paul Robeson students at 9:45 a.m.

6:30 p.m. - 7:30 p.m. GROUP DISCUSSION - "DECISION MAKING SKILLS" (McKinley)

TUESDAY, MAY 3, 1983

10:00 - 11:00 a.m. GROUP DISCUSSION -"RESUME WRITING" (ROBESON)

7:00 p.m. 8:00 p.m. GROUP DISCUSSION - "INTERVIEW TECHNIQUES" (DEAF ADULTS (McKinley)

7:00 8:00 p.m. DECISION MAKING SKILLS (ROBESON)

WEDNESDAY, MAY 4, 1983

10:00 - 11:00 a.m. GROUP DISCUSSION - "RESUME WRITING" (McKinley)

6:00 p.m. 7:00 p.m. GROUP DISCUSSION - "APPLYING FOR A JOB" (McKinley)

7:00 p.m. - 8:00 p.m. WORKSHOP - EMPLOYABILITY SKILLS (ROBESON)

ALL ACTIVITIES OPEN TO INTERESTED ADULTS

COUNSELORS AVAILABLE BY APPOINTMENT

at: PAUL ROBESON 745-5089 at: McKINLEY 745-5387

DAYS: Mary Joe Fanning
EVES: Geri Uzzell (Paul Robeson)
Mary James (McKinley)
OR CALL 100 ALBANY ST 846-2968

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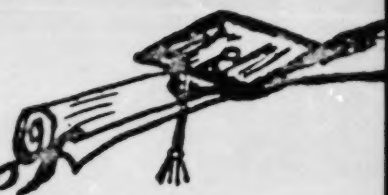
New Brunswick Adult High School



Career Exploration Program

COMING EVENTS

WEEK OF: MAY 9 - 13, 1983

MONDAY, MAY 9, 1983

6:30 p.m. - 7:30 p.m GROUP DISCUSSION - "DECISION MAKING SKILLS" (McKINLEY)

TUESDAY, MAY 10, 1983

10:00 a.m. - 11:00 a.m. GROUP DISCUSSION - "INTERVIEW TECHNIQUES" (ROBESON)

6:30 p.m. - 7:30 p.m. GROUP DISCUSSION - "INTERVIEW TECHNIQUES" (DEAF ADULTS) (McKINLEY)

6:30 p.m. - 7:30 p.m. GROUP DISCUSSION - "RESUME WRITING" (ROBESON)

WEDNESDAY, MAY 11, 1983

11:00 a.m. - 12:00 noon GROUP DISCUSSION - "INTERVIEW TECHNIQUES" (McKINLEY)

6:00 p.m. - 7:00 p.m. GROUP DISCUSSION - "APPLYING FOR THE JOB" (McKINLEY)

7:00 p.m. - 8:00 p.m. GROUP DISCUSSION - "INTERVIEW TECHNIQUES" (ROBESON)

THURSDAY, MAY 12, 1983

4:30 p.m. - 5:30 p.m. "LIBRARY RESEARCH SKILLS" ED DUESING FROM RUTGERS LIBRARY 100 ALBANY STREET DOWNSTAIRS

COUNSELORS AVAILABLE BY APPOINTMENT

at: PAUL ROBESON 745-5089

at: McKINLEY 745-5387

DAYS: Mary Joe Fanning
EVES: Geri Uzzell (Paul Robeson)
Mary James (McKinley)
OR CALL 100 ALBANY ST 846-2968

(Funded under p. l. 94-482)

New Brunswick Adult High School

Career Exploration Program

COMING EVENTS

WEEK OF: MAY 23,- 27, 1983

MONDAY, MAY 23, 1983

6:30 p.m. - 7:30 p.m.	GROUP DISCUSSION - "INTERVIEW TECHNIQUES"	(DEAF ADULTS) (McKinley)

TUESDAY, MAY 24, 1983

10 a.m. - 11:00 a.m.	GROUP DISCUSSION - EMPLOYABILITY SKILLS"	(PAUL ROBESON)
6:00 p.m. - 7:30 p.m.	FIELD TRIP - HYATT HOTEL	(PAUL ROBESON) (McKinley)

WEDNESDAY, MAY 25, 1983

10:00 - 11:00 a.m.	GROUP DISCUSSION - "EMPOYABILITY SKILLS"	(McKINLEY)
6:30 - 7:30 p.m.	GROUP DISCUSSION - EMPLOYABILITY SKILLS"	(McKINLEY)
7:00 - 8:00 p.m.	GROUP DISCUSSION - "INTERVIEW TECHNIQUES"	(PAUL ROBESON)

THURSDAY, MAY 26, 1983

6:30 - 8:30 p.m.	INDIVIDUAL COUNSELING	(PAUL ROBESON)

ALL ACTIVITIES OPEN TO INTERESTED ADULTS

COUNSELORS AVAILABLE BY APPOINTMENT

at: PAUL ROBESON 745-5089

at: McKINLEY 745-5387

DAYS: Mary Joe Fanning
EVES: Geri Uzzell (Paul Robeson)
Mary James (McKinley)
OR CALL 100 ALBANY ST 846-2968

(FUNDED UNDER p.l. 94-482)

New Brunswick Adult High School

Career Exploration Program

COMING EVENTS

WEEK OF: MAY 30 - JUNE 2, 1983

TUESDAY, MAY 31, 1983

7:00 p.m. - 8:00 p.m.	GROUP DISCUSSION - "JOB INTERVIEW TECHNIQUE" (McKINLEY)
7:00 p.m. - 8:00 p.m.	GROUP DISCUSSION - "WRITING A RESUME" (ROBESON)

WEDNESDAY, JUNE 1, 1983

6:00 p.m. - 7:00 p.m.	GROUP DISCUSSION - "DECISION MAKING SKILLS" (McKINLEY)
7:00 p.m. - 8:00 p.m.	GROUP DISCUSSION - "CAREER CLUSTERS" (ROBESON)

ALL ACTIVITIES OPEN TO INTERESTED ADULTS

COUNSELORS AVAILABLE BY APPOINTMENT

at: PAUL ROBESON 745-5089

at: McKINLEY 745-5387

DAYS: Mary Joe Fanning
EVES: Geri Uzzell (Paul Robeson)
Mary James (McKinley)
OR CALL 100 ALBANY ST 846-2968

(Funded under p.l. 94-482)

New Brunswick Adult High School

Career Exploration Program

COMING EVENTS

WEEK OF: JUNE 6 - 10, 1983

MONDAY, JUNE 6, 1983

6:30 p.m. - 7:30 p.m. GROUP DISCUSSION "CAREER CLUSTERS" (McKINLEY)

TUESDAY, JUNE 7, 1983

10:00 a.m - 11:00 a.m. GROUP DISCUSSION "EMPLOYABILITY SKILLS" (ROBESON)

6:00 p.m. - 7:00 p.m. GROUP DISCUSSION "EMPLOYABILITY SKILLS" (McKINLEY)

7:00 p.m. - 8:00 p.m. GROUP DISCUSSION "DECISION MAKING SKILLS" (ROBESON)

WEDNESDAY, JUNE 8, 1983

10:00 a.m. - 11:00 a.m. GROUP DISCUSSION "EMPLOYABILITY SKILLS" (McKINLEY)

6:00 p.m. - 7:00 p.m. GROUP DISCUSSION "CAREER RESEARCH SKILLS" (McKINLEY)

7:00 p.m. - 8:00 p.m. GROUP DISCUSSION "JOB INTERVIEW TECHNIQUES"

COUNSELORS AVAILABLE BY APPOINTMENT

at: PAUL ROBESON 745-5089

at: McKINLEY 745-5387

DAYS: Mary Joe Fanning
EVES: Geri Uzzell (Paul Robeson)
Mary James (McKinley)
OR CALL 100 ALBANY ST 846-2968

THE NEW BRUNSWICK BOARD OF EDUCATION

Announces the

Spring '83 Session

of the

New Brunswick Community Schools

LEARNING IS LIFELONG

- **Evening Courses**
- **Adult High School**
- **Enrichment Courses**

GENERAL INFORMATION
Registration

Register by mail or in person—but register EARLY.

Registration fee is $20.00 for each class. Unless otherwise noted, the cost of materials and supplies are *in addition* to the registration fee.

Registration fee must be made at time of registration. You will be notified by mail or telephone whether or not your selection will be offered. *In the event of insufficient enrollment,* all monies will be cheerfully refunded. We reserve the right to cancel any class due to insufficient enrollment.

Refund Policy: Absolutely no refunds will be made after the first meeting of any class, regardless of reason, unless the class is cancelled for administrative or logistical purposes. A $3.00 fee will be assessed for any student withdrawing *prior to the first class meeting.*

All classes will run for eight sessions unless otherwise listed in the course description.

Classes will begin the week of April 25th at 7:00 p.m, unless otherwise noted.

Senior citizens, age 60 or over, who are residents of New Brunswick may enroll tuition-free for all courses, provided there are enough tuition-paying registrants to pay the instructor's fees.

In-person registration will take place from 6:00-8:00 p.m.

Tues. April 19, 1983— Paul Robeson School, 199 Commercial Ave.

Wed. April 20, 1983— Lincoln School, 66 Bartlett St.

Thurs. April 21, 1983— McKinley School, 35 Van Dyke Ave.

Make checks payable to:
New Brunswick Community Education

Mail to:
Mr. Charles Collins, *Coordinator*
199 Commercial Avenue
New Brunswick, NJ 08901
Telephone: 745-5488

The Community Schools will be closed when the regular school is closed, or when the day school has an early closing due to inclement weather. Please listen to WCTC for announcements.

EVENING COURSE OFFERINGS

ART OF FILM— A course devoted to the examination and appreciation of the Film Techniques used in Great Works of "B" Cinema.

AEROBICS— Aerobics is a physical fitness program that offers complete and effective conditioning. Your muscles will be trimmed, firmed, and shaped. You will condition your heart, lungs, and blood vessels by demanding that this internal, life-supporting system be strengthened through healthy use. Wear comfortable clothing and tennis sneakers.
People with heart or respiratory problems should not take this course.

CALLIGRAPHY— The art may be easily acquired by anyone who has an interest in learning to develop beautiful handwriting. (Please bring pencil and lined paper to first class.)

COMPUTER LITERACY FOR ADULTS— As society becomes more involved with computers, it is sometimes difficult for parents to keep up with the trends.
The class is designed to give parents some exposure to computers in order to break down the computer "mystique" and help parents become more comfortable with them. Hands-on experience will be an integral part of the course.

CREATIONS FOR AND BY CHILDREN— Class will explore activities related to the concept of using the arts to enhance reading and language arts skills. No special talent needed other than a willingness to try and to experiment.

DANCE— An introduction to creative dancing. Learn the basics of modern, jazz and creative dancing.

GARDENING— Emphasis will be placed on gardening practices in the Central New Jersey area for the beginner and the more experienced gardener. The course will include the growing of flowers, vegetables, shrubs, trees, ground covers, etc.

GRAPHIC ARTS— Graphic Arts (printing) is offered as a hands-on, job-oriented course that will provide practical instruction in some or all of the following jobs: computerized phototypesetting (CG 7770 II), paste-up, process camera work, stripping, platemaking, offset duplicating and presswork (Dick 350's, Multi 1250W, Davidson 701, Heidelberg KORD), basic bindery work, and job planning. (Letterpress, Gravure, and Screen Printing are not covered.) Modern equipment such as that used in medium-size typesetting and offset printing shops will be used. The actual skills taught, and the level at which they are taught, will be tailored to the needs and abilities of the participants. This course is recommended both for those who want to find out about a career in the graphics industry, and those already in the industry who want to learn more about the other jobs in the shop.

HEALTH OCCUPATIONS— NURSES AIDE— The focus of the Health Occupations course will be to provide the participants with the skills required for employment as nurses' aides. Emphasis will be placed on training and retraining to up-grade skills in the physical care of patients in a variety of health institutions, including long term care facilities.

HYPNOSIS WEIGHT CONTROL PROGRAM— A behavior modification program for permanent weight control using hypnosis and self-hypnosis to change eating habits with a **NO DIET** approach.
Paul Robeson - 7:30--8:30 p.m. Thursday - Fee $50.

JAZZERCISE— Jazzercise is an international jazz dance fitness program created by Judi Sheppard Misset, that stresses cardiovascular fitness and adds to it balance, posture, coordination, flexibility, stamina and muscle toning exercises to work with the entire body. Jazzercise also concentrates on mental fitness, relieving stress and allowing students to just have fun. The technique of the class is— **FOLLOW THE LEADER!**

MACRAME (Beginners)— This course will teach the basic macrame stitches and more complex ones as you explore the world of macrame. You will learn to read patterns and to make such projects as plant hangers, belts, wall hangings, purses, things for the holidays and other items that will be useful for yourself and for gifts.

MARTIAL ARTS— Classes will concentrate on the self-discipline and self-defense aspects, with special emphasis on listening skills and following directions.

NEEDLEWORK— Informal class to work on individual projects under the direction of an experienced instructor. Bring your own projects—knitting, crochet, crewel, needlepoint, embroidery.

OFFICE SKILLS— The emphasis for this course will be to promote instruction that will enable participants to achieve proficiency in a variety of skills required for office occupations. Such skills include: typewriting, use of office machines and equipment, establishing and maintaining a variety of filing systems, and the use of proper telephone techniques and behaviors. Assessment to determine skill levels will be an integral part of the course

PRACTICAL ENGLISH— This course is designed to help those who need to refresh or renew their skills in writing necessary letters, resumes, and other forms of composition.

ROLLER SKATING FOR ADULTS— This course is designed to develop balance, control and other basic skating techniques such as poise, grace, etc. This course will be taught using music to develop rhythm.

SEWING FOR BEGINNERS— A course especially designed for the beginner. Instruction consists of the choice and use of patterns, use of the sewing machine, good clothing construction methods, fitting, and related finishings.

SLIMNASTICS— This course is designed to get you back into shape or maintain your figure. Ladies will participate in exercises done to music arranged to slim and trim you. You will need leotards and tights or comfortable clothing. Bring a friend and come join the fun!

TYPEWRITING I— The student will learn the touch system of typing. Major emphasis will be on learning the letters, numbers, and symbols, as well as an introduction to basic centering skills. At the completion of the course, the student should be able to type a minimum of 20 words a minute with no more than two errors.

WORD PROCESSING— The participants will be involved in activities that will enable them to describe the purpose and functions of word processing organizational units, general capabilities of word processing systems, and characteristics of specific systems. The major focus of the course will provide instruction that will enable participants to demonstrate proficiency in entering, storing, editing, and retrieving text material using word processing equipment.

REGISTRATION FORM

Make check payable to: **New Brunswick Community Education**
Mail to: Charles L. Collins
Community Schools Coordinator
Paul Robeson Community School
199 Commercial Avenue
New Brunswick, NJ 08901

Name _____

Address _____

_____

Home Phone _____

Business Phone _____

Golden Age Card Number _____

Course Title _____

Day _____ Time _____ Fee _____

Course Title _____

Day _____ Time _____ Fee _____

COURSE	SCHOOL	DAY	TIME	INSTRUCTOR	FEE
Aerobics	Paul Robeson	Mon.	7-9	Petway	$20
Hypnosis-Weight	Paul Robeson	Thurs.	7-8	Laurie	$50
Dance	Paul Robeson	Thurs.	7-9	Mayfield	$20
Rollerskating	Paul Robeson	Wed.	7-9	Blount	$20
Martial Arts (Adults Only)	Paul Robeson	Mon.	7-9	Van Liew	$20
Sewing I	Paul Robeson	Wed.	7-9	Young	$20
Macrame	Paul Robeson	Tue.	7-9	Morton	$20
Calligraphy	Paul Robeson	Tue.	7-9	Wert	$20
Art of Film	Paul Robeson	Thurs.	7-9	Gorka	$20
Slimnastics	McKinley	Mon.	7-9	Bright	$20
Health-Nurses Aide	McKinley	Mon-Wed	6-9	English	$20
Practical English	McKinley	Tue.	7-9	Gorka	$20
Jazzercize	Lincoln	Thurs.	7-9	Batson	$20
Martial Arts	Lincoln	Thurs.	7-9	Van Liew	$20
Needlework	Lincoln	Mon.	7-9	Nestor	$20
Computer Literacy	Lincoln	Thurs.	7-9	Rashid	$20
Creation for Children	Lincoln	Thurs.	7-9	Adamopolus	$20
Gardening	N.B.H.S.	Wed.	7-9	Crawford	$20
Graphics	N.B.H.S.	Wed.	7-9	Farley	$20
Office Skills	N.B.H.S.	Mon.	7-9	Sharp	$20
Typing I	N.B.H.S.	Mon.	7-9	Dulin	$20
Word Processing	N.B.H.S.	Wed.	7-9	Sharp	$20

New Brunswick Adult High School Career Counseling Program

Do You Need Help In:

- deciding what career would be best for you?
- finding out how to locate jobs?
- learning how to fill out job applications?
- writing a resume?
- learning how to do your best in an interview?
- locating affordable training programs to teach you a marketable skill?

If you need help finding the best career path for you, talk to a New Brunswick Adult High School Career Counselor. Our program consists of:

- group and individual counseling sessions.
- speakers on career topics.
- field trips to businesses and industries.
- individual projects using career research skills.

CALL 846-2968 for an appointment and **help us help you** with your career problems. Career counselors are available day and evening hours at several convenient locations in New Brunswick.

Blood pressure checks will be given at the various Community School Sites!

This announcement was typeset and lithographed by the **New Brunswick High School** Graphics Professionals. *A.M. Production Team:* Jason Alford, Marcus Andrews, Reggie Baker, Rodney Butler, Tracy Ford, Matthew Harmon, Jose Montanez, Tommy Smith, Roger Thompson, and Shawn Thomas. *P.M. Production Team:* Renee Bridges, Terry Brown, Greg Butler, Earnest Earvin, Tony Harris, Vincente Hudson, Kenneth Ingram, Terrence Johnson, Kevin Purnell, Dario Rubiera, John Simpkins, and Sisoumang Thiangtham. *Typesetter:* Bobbie DeCandia. *Instructor:* Joseph I. Farley, Jr.

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Stanley R. Marcinczyk, *Business Administrator*

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Mr. Nathan Zabolinsky, *Principal, Lincoln School*

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New Brunswick, NJ 08901

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EXPAND YOUR HORIZONS AT YOUR NEW BRUNSWICK COMMUNITY SCHOOLS!

BEHAVIORAL OBJECTIVES AND LEARNING EXPERIENCES OF THE PROGRAM

A student completing the New Brunswick Adult High School Career Exploration program will be able to:

1. Identify personal interests.
2. Relate personal interests to various occupations.
3. Recognize the effect that personal attitudes have on career choice.
4. Recognize the effect that the overall state of the economy has on career choice.
5. Assess personal strengths and weaknesses and relate them to career choice.
6. Identify and state personal goals as part of making career decisions.
7. Use resource information in making career decisions.
8. Understand that the identification of alternatives, selection of alternatives consistant with goals, and the implementation of a course of action, are important elements in the decision-making process.
9. Research occupational information from a variety of sources.
10. Demonstrate job seeking skills.
11. Demonstrate work habits that are valued by employers.
12. Investigate various programs and agencies that can help provide occupational information and training.
13. Recognize laws and regulations insuring equal occupational opportunity.
14. Understand the benefits and compensation rights of employment.
15. Write a resume.
16. Accurately complete a job application.
17. Understand the importance of proficiency in the basic skills and its relationship to occupational success.
18. Identify the specific basic skills required for success in a selected career.

VOCATIONAL GUIDANCE

PROGRAM OUTLINE

CAREER AND VOCATIONAL GUIDANCE WILL BE INFUSED AND INTEGRATED IN DEVELOPING THE ON-GOING BASIC SKILLS PROGRAM.

I. BRAINSTORMING

- A. Suggestions for Development of Vocational Guidance Program
- B. Develop Student Questionnaire

II. RECRUITMENT

- A. Notify all Adult High School Enrollees
  - 1. Active
  - 2. Inactive
- B. Notify all Adult High School drop-outs
- C. Inform the community

III. INTRODUCTION

- A. Vocational Guidance Program Overview
- B. Student Interviews
  - 1. Program In put

IV. DEVELOPMENT OF STUDENT CAREER FILE

- A. Questionnaire
- B. Career Interest Survey
- G. Personal Data

V. PROGRAM ACTIVITIES

- A. Group Guidance and Counseling
  - 1. Introduction to Career Clusters
    - a. Pre and Post Surveys
    - b. Career Speakers
    - c. Field Trips
    - d. Research
      - (1) Interviews
      - (2) Films
      - (3) Written Reports
      - (4) Tapes, Books, Magazines and Newspapers
    - e. Community Involvement
    - f. Role Playing Simulation
    - g. Hands-on Activities
    - h. On-Job Observation
    - i. Career Displays
  - 2. Development of Decision-Making Skills

3. Development of Employability Skills
    a. Interview Techniques
        (1) Role Playing
        (2) Self Analization
    b. Personal Grooming
    c. Punctuality
    d. Proficiency in Basic Skills
    e. Development of Work Habits
    f. Referral for Vocational Training
4. Resume
    a. Purpose
    b. Writing a Resume
    c. Writing a Cover Letter
5. Applying for the Job
    a. Letter of Application
    b. Job Application Form

B. Individual Counseling
1. Career Goals
    a. Research Assistance
    b. On-Job Observation
    c. Reinforcement of Job Seeking Skills
2. Assessment of Personal Strengths and Weaknesses
3. Career Exploration Credit Assessment

VI. CAREER EXPLORATION DISSEMINATION

A. Community Awareness
1. Newsletter
2. Slide Presentations
3. Newspaper Articles
4. Posters
5. Radio Announcements
6. Phone Calls to Graduates
7. Notice to Drop-Outs

VII. EVALUATION

A. Assessment of Group Guidance Activities
1. Independent Projects
2. Career Speakers
3. Field Trips
4. On-Job Observation Reports

NEW BRUNSWICK ADULT HIGH SCHOOL

CAREER EXPLORATION ASSESSMENT

DEVELOPED by: Mary Joe Fanning
Mary James
Geraldine Uzzell

JANUARY 1983

Funded under PL 94-482

NEW BRUNSWICK ADULT HIGH SCHOOL

CAREER EXPLORATION ASSESSMENT

CRITERIA FOR AWARD OF CREDITS

FOR 2½ CREDITS:

Successful completion of items A, B, and C.

-OR-

Completion of an independent study project using the Career Planning Workshop booklet, "Planning Your Career". Details of this project need to be discusssed with a New Brunswick Adult High School career counselor.

FOR FIVE (5) CREDITS:

Successful completion of items A, B, C, D, and E.

A. Select numbers 1, 2 or 3 for this item.

1. Attend a minimum of two (2) career exploration lectures and complete a brief evaluation form following each lecture.

-OR-

2. Participate in at least one (1) career exploration field trip and complete a brief evaluation form following each lecture.

-OR-

3. Complete a substitute activity developed in consultation with a New Brunswick Adult High School career counselor.

B. For each activity listed below, you may demonstrate your prior knowledge or skill, participate in group activities designed to help you develop these skills or obtain the necessary information.

1. KNOWLEDGE OF CAREER CLUSTERS
2. DECISION MAKING SKILLS
3. RESUME WRITING
4. APPLYING FOR A JOB
5. CAREER RESEARCH SKILLS
6. EMPLOYABILITY SKILLS

C. Meet with a New Brunswick Adult High School career counselor periodically to determine individual progress, review projects and continue to develop your own career goals.

D. Using the outline provided, investigate two (2) occupations you are most interested in and briefly report your findings.

E. Select two (2) activities from numbers 1, 2 or 3 for this item.

1. Prepare a written report on a training program, vocational school, trade school or college that you might be interested in attending. (A visit to the program will help you in writing this report.) Contact the Director or Admissions Officer to arrange a visit. Be sure to obtain an application and course catalog. You might wish to include:

   a. admission requirements
   b. training, certification or degrees offered
   c. brief descriptions of courses offered
   d. cost
   e. job placement services
   f. financial aid

2. Using the Classified Ad section of the New York Times, Star Ledger, Home News or other local newspaper, cut out an ad for a job that interests you and attach it to an index card. Using the ad complete the following as though you were actually applying for the job:

   a. prepare your resume
   b. write a cover letter
   c. address an envelope to the employer (including your return address)

3. Using a tape recorder, interview two (2) individuals currently involved in an occupation of your choice. (One individual should have at least six years or more experience, the other should have at least three years experience.) You will need to obtain the following information:

   a. job description
   b. job qualifications
   c. financial rewards
   d. non-financial rewards
   e. chances for promotions
   f. advantages of the occupation
   g. disadvantages of the occupation
   h. the future outlook for this occupation
   i. how the individual obtained the job

   Compare and contrast the two individuals knowledge and attitudes concerning the occupation.

BASIC OUTLINE FOR THE STUDY OF AN OCCUPATION

I. BRIEF HISTORY AND DEFINITION OF OCCUPATION

II. NATURE OF THE WORK (DUTIES)

III. NUMBER OF WORKERS ENGAGED IN THE OCCUPATION

IV. TRAINING, OTHER QUALIFICATIONS, ADVANCEMENT OPPORTUNITIES

V. PLACES OF EMPLOYMENT

VI. WORKING CONDITIONS

VII. EMPLOYMENT OUTLOOK, (IMMEDIATE & PROJECTED)

VIII. EARNINGS

IX. RELATED OCCUPATIONS

X. SOURCES OF ADDITIONAL INFORMATION

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION
Office of Equal Educational Opportunity

OCCUPATIONS CHECKLIST

Below is a list of occupations. Next to each occupation are three columns: Both, Female, Male. For each occupation, put a check for the person you think could do that job. If you do not know what the occupation is, leave the space blank.

I am a female ____. I am a male ____. (Check One) I am in Grade ____.

	Both	Female	Male
Cook	___	___	___
Fashion Designer	___	___	___
Baker	___	___	___
Doctor	___	___	___
Engineer	___	___	___
Teacher	___	___	___
Librarian	___	___	___
Car Dealer	___	___	___
Secretary	___	___	___
Store Owner	___	___	___
Disc Jockey	___	___	___
Bookkeeper	___	___	___
Pharmacist	___	___	___
Butcher	___	___	___
Principal	___	___	___
Interior Decorator	___	___	___
T.V. Newscaster	___	___	___
Travel Agent	___	___	___
Chef	___	___	___
Nurse	___	___	___
Architect	___	___	___
Airline Attendant	___	___	___
Police Officer	___	___	___
Dentist	___	___	___
Newspaper Reporter	___	___	___
Fire Fighter	___	___	___
Pilot	___	___	___
Babysitter	___	___	___
Judge	___	___	___
Telephone Operator	___	___	___
Accountant	___	___	___
Auto Mechanic	___	___	___
Athlete	___	___	___
Truck Driver	___	___	___
Florist	___	___	___
Artist	___	___	___
Carpenter	___	___	___
Poet	___	___	___
Chemist	___	___	___
Lifeguard	___	___	___
Bricklayer	___	___	___
Plumber	___	___	___
Dancer	___	___	___
Welder	___	___	___
Chauffeur	___	___	___
Housekeeper	___	___	___
Factory Worker	___	___	___
Bus Driver	___	___	___
Musician	___	___	___
Banker	___	___	___
President	___	___	___

Guest Speakers/Lectures

January 5, 1983	"Exploring Careers in the Armed Services"	Sgt. Dale Alexander United States Army
January 13, 1983	"Exploring Job Opportunities" for Women and Minorities	Dr. Shirley Cathie Program Specialist Rutgers University Consortuim for Educational Equity
February 2, 1983	"Exploring CETA Training Programs"	Mr. Roy Kirkley Deputy Director Middlesex County CETA
March 1, 1983	"Career Ladders in Nursing" (Panel discussion)	Betty Moore, Director Health Occupations Middlesex County Vo-Tech School 112 Rues Lane East Brunswick, N.J.
		Kathy Estenes School Nurse (R.N.) Paul Robeson Comm. School New Brunswick, N.J.
		Clarisse Hodges Nursing Assistant (N.B.A.H.S. student)
		Doris Fleming, L.P.N.
March 30, 1983	"Opportunities for Adults at University College	Vicki Brooks Admissions Counselor University College Rutgers University New Brunswick, N.J.
May 10, 1983	Career Research Skills"	Edward Duensing Librarian Rutgers University New Brunswick, N.J.

Field Trips

December 3, 1982	"Exploring Careers in Technical Fields"	Trenton State College School of Industrial Education and Engineering Technology Trenton, New Jersey
March 1, 1983	"Dress for Success" (Lecture and Tour)	Trenton State College Trenton, New Jersey
March 21, 1983 March 24, 1983	"Exploring Health Careers (Tour and Observations)	Middlesex General Hospital New Brunswick, New Jersey
April 25, 1983	"Career Day" (Lectures)	New Brunswick High School New Brunswick, New Jersey
May 2, 1983 May 24, 1983	"Exploring Careers in the Hotel Industry" (Tour and Observation)	Hyatt Hotel New Brunswick, New Jersey